

Year 2 Curriculum Term 2

Topic Title: Fire Fire

English

In term 2, we will be continuing our Read, Write Inc groups (RWI). Initially, we will be focusing on ensuring we recognise the sounds (set 2 and 3) and will then progress onto using and applying them accurately. Each day in our RWI sessions we read focus texts and will complete writing activities around these.

Some of us will be moving onto the English curriculum and will be reading stories by Julia Donaldson such as Stickman and The Gruffalo's Child. We will be exploring these texts through reading; role play and drama. We will learn about the style of the authors and the stories and this will inspire our writing. We will be continuing to explore and use verbs, adverbs, adjectives and learning how to construct our sentences in different ways when looking at:

- Character and setting descriptions using ambitious descriptive language
- Using a range of sentence openers and conjunctions
- Using accurate punctuation (full stops, capital letters, commas in lists, apostrophes for omission)
- Editing and improving – checking for errors in sentence construction, grammar and punctuation and improving vocabulary choices.
- Reading with expression
- Understanding viewpoints and feelings
- Exploring the meaning of unfamiliar vocabulary

Our writing outcomes will include character and setting descriptions, recipes with instructions, diary entries and letters. Will we also be engaging in writing sessions through our thematic learning.

Maths

In Geometry, we will be looking at:

- To identify and describe the properties of 2-D shapes
- To identify the line symmetry in a 2-D shape
- To compare and sort common 2D shapes and everyday objects

In Multiplication, we will be looking at:

- Identifying odd and even numbers
- To interpret multiplication sentences
- Understanding multiplication as repeated addition.
- To be able to use arrays to answer multiplication problems

In Division, we will be looking at:

- To use concrete apparatus to solve division problems (sharing)
- To use pictorial representations to solve division problems (sharing)

In Fractions, we will be looking at:

- To divide shapes into equal parts
- To know that $\frac{1}{2}$ and $\frac{2}{4}$ is equal to a whole
- Recognise, find, name and write fractions for $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a shape
- To recognise equivalent fractions ($\frac{2}{4}$ and $\frac{1}{2}$)

In Statistics, we will be looking at:

- To interpret simple tables and tally charts
- To construct simple tables and tally charts
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- Ask and answer questions about totalling and comparing categorical data

In Money, we will be looking at:

	<ul style="list-style-type: none"> • To recognise and use coins and notes and compare amounts • Recognise and use symbols for pounds (£) and pence (p) • To exchange pence for pounds • To select different combinations of coins to make a particular value • To calculate giving change up to and including £1.00. • To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
<p>R.E. In RE this term, we will be learning about how Christians celebrate Christmas. We will focus on:</p> <ul style="list-style-type: none"> • The Christian Nativity, focusing on the events and the key people in it How Christmas is celebrated where we live • How Christmas is celebrated around the world for example how Christians in Australia might celebrate differently to Christians in the United Kingdom. 	<p>PSHE In PSHE this term, we will be looking at Healthy Relationships with the focus of kindness, respect and antibullying. We will be referencing the quote ‘in a world you can be anything, be kind!’ We will be focusing on not only being kind to others but being kind to ourselves and showing ourselves and other respect. We will do this by exploring ways we can look after ourselves mentally and physically. We will be discussing the definition of bullying and the difference between bullying and being unkind. Whilst looking at being unkind, we will revisit the consequences for children being unkind to others and remind Year 2 that we are a telling school. We will talk about the impact that being unkind to someone can have and if we are ever to feel like that, how we can regulate those feelings.</p>
<p>Art In Term 2 we will be focussing on painting.</p> <ul style="list-style-type: none"> • To be able to experience painting with smaller brushes, developing brush control • To be able to explore what happens when secondary colours are mixed • To be able to mix brown paint by mixing red and green together. • To be able to create tints with paint by adding white. • To be able to create tones with paint by adding black. • To be able to explain ideas of how artists have used colour, pattern and shape. • To be able to create a piece of art in response to the work of an artist 	<p>Music This term, we will be using our voices and untuned instruments, such as maracas, to explore both rhythm and pitch. We will continue exploring rhythm and note values, using the terms ta and te-te. We will explore pitch and scale using our fingers and will continue to play untuned instruments as a group.</p>
<p>P.E.</p>	

Throughout Term 2, we will be focusing on dance. We will be exploring the different types of movement with clear control, levels and direction, working with a partner to complete a motif pattern using 3 movement patterns to the count of 8 and being able to watch, copy and describe movements. We will also be covering multi skills where we will be focusing on skills such as, bat and ball skills, throwing and catching, catching in a group and rapid fire cricket.

Thematic Curriculum

Topic Title:	Fire Fire	
Golden Thread:	People and Places	
Big Question:	Who was to blame for the Great Fire of London?	
Prior Knowledge:	When learning about People and Places in year 1, the children focused on events within living memory, exploring the main events that have happened in their own and their Grandparents lives. They have explored their own family history and explored toys from the past. The children have also learnt about some famous explorers from the past and their key discoveries.	
Blurb overview:	Fire Fire will teach us the key events of The Great Fire of London and help us to develop an understanding of the ways in which we can find out about the past. We will have many opportunities to increase an awareness of learning of the past by learning what London was like in the 17 th century. We will compare life in the 17 th century to the present day and consider how some problems such as the lack of an organised fire brigade and the type of building, caused the fire to spread. We will be looking at historical sources that can tell us what happened but also how some sources aren't always useful.	
Celebration of Learning	Share The Great Fire of London with Year 3.	
Text Links	Toby and The Great Fire of London.	
Oracy End Point:	Children to present a short piece detailing what they know about the Great Fire of London	<ul style="list-style-type: none"> -Speak clearly and confidently with appropriate volume and pace. -Explain ideas and events in chronological order -Recite/deliver short pre-prepared material to an audience

History

Substantive Knowledge	Disciplinary Knowledge
<ul style="list-style-type: none"> •To know about an event or events that happened long ago, even before their grandparents were born •To know the main events from a significant period in history. •To know that history can relate to people, places and events. •To know that there are some significant local places, national events and individuals beyond living memory. -To know that history can be made nationally •To know simple historical vocabulary 	<ul style="list-style-type: none"> To use historical vocabulary when discussing the dates of historical events, such as the Great Fire of London. •To know how to sequence objects/ events closely related in time, using a given scale. •To know and use dates where appropriate. •To know how to make connections between the past and present time. •To know that events and objects can be sequenced in chronological order. To know the similarities and differences between then and now.

	-To know how to use books, eye-witness accounts, buildings, artefacts and the internet to find out about the past. •To know the difference between fact and fiction.
D&T	
Substantive Knowledge	Disciplinary Knowledge
<p>Design To know how to:</p> <ul style="list-style-type: none"> • think of an idea and plan what to do next • produce labelled diagrams • explain why they have chosen specific materials <p>Make To know how to:</p> <ul style="list-style-type: none"> • choose tools and materials and explain why they have chosen them • join materials and components in different ways • measure materials to use in a mode <p>Evaluate To know how to:</p> <ul style="list-style-type: none"> • explain what went well with their work and how they could improve it Know that there are strengths and weaknesses of products made. 	
Cultural Capital	
<p>Cultural Knowledge: Children will deepen their understanding about the history of the country they live in. They will learn about the chronology of the key historical events that lead to the Great Fire of London and key historical figures. They will be able to describe the impact it had on the people of London and why it forms an important part of the history of our country. They will also learn about what life was like in the past and how it compares to their own now.</p> <p>Cultural experiences: Visit our local Church to see how Christmas is celebrated here.</p>	
Weekly Overview	
Week 1	<p>Lesson 1 – Introduce timelines and chronology. Children to create a timeline of their life so far. Introduce the class timeline and put on The Great Fire of London. Introduce timelines and chronology to know about an event that happened long ago (before grandparents were born).</p> <p>Lesson 2 – Present day London vs London in the past. Compare houses, jobs, travel, clothes. Focus – can children recognise what modern buildings look like? Can children talk about how the buildings in London were different in the past? Can children describe how people travelled differently in London in the past? Explore the concept that there are similarities and differences to the present time. Focusing on buildings, jobs, travel and clothes.</p>

Week 2	<p>Lesson 1 – Jobs: Then and Now: Discuss different jobs that people have today. Encourage children to share ideas based on their own lives and experiences. Children to explore jobs in the 17th century. Order them from their favourite to least favourite and to explain why. To know how to make connections between the past and present time focusing on jobs – especially firefighters.</p> <p>Lesson 2 – Look at fire fighters from the past and compare them to the present. Visit to local fire station to understand the job of a firefighter in the present day and the equipment they use.</p> <p>Lesson 3 - Firefighters in The Great Fire of London – how this affected what happened in 1666. What would have helped? To know the main events from a significant event in history. To know simple historical vocabulary and use it when discussing the dates of historical events.</p>
Week 3 PSHE	<p>Lesson 1 – START OF ANTI BULLYING WEEK Kindness and respect to yourself – we will be exploring ways in which we can look after ourselves mentally and physically.</p> <p>Lesson 2 -WORLD KINDNESS DAY Healthy Relationships – What happens if somebody is unkind to us? How can we respond to unkindness? What can we do to look after ourselves when someone is unkind to us?</p> <p>Lesson 3 - Healthy Relationships Bullying, what is the difference from being unkind. We are a telling school. ‘Choose respect’ Respecting others.</p> <p>Lesson 4 - Healthy Relationships How to regulate emotions linked with the zones of regulation.</p>
Week 4	<p>Lesson 1 – How did the Great Fire of London start? Children learn that the fire started on Sunday 2nd September 1666 in Thomas Farriner’s bakery on Pudding Lane. They identify where this is on a map of London and discuss how the fire began. To know that history can relate to people, places and events. Great Fire of London specifics and create timeline of main events.</p> <p>Lesson 2 – What happened during the fire Pupils learn about what happened each day from Sunday to Thursday using a simple timeline. They describe how people tried to stop the fire. They will learn about the chronology of the key historical events that lead to the Great Fire of London and key historical figures (Samuel Pepys)</p> <p>Lesson 3 - Great Fire of London – effect on the people of London and the city. Consider looking at maps to show the devastation. How would it feel being there? Create a letter as a person fleeing the fire – eyewitness. How would it feel being there?</p>
Week 5	<p>Lesson 1 - Who Was Samuel Pepys and why is he important? Children learn who Samuel Pepys was and why his diary is important for historians today. They explore extracts or simplified diary entries and talk about what they tell us about life during the Great Fire. Pupils then write a short diary entry in role as Samuel Pepys or another Londoner. To know that there are some significant local places, national events and individuals beyond living memory. They will be able to describe the impact it had on the people of London and why it forms an important part of the history of our country</p>

	<p>Lesson 2: What Was the Impact of the Fire? Children learn about the damage caused — homes lost, people displaced — and how Londoners began to rebuild their city. They explore the emotional and practical impact on the people.</p> <p>Lesson 3: How Did London Change After the Fire? Children explore how London was rebuilt — new building materials, wider streets, and the creation of St Paul’s Cathedral by Sir Christopher Wren. They discuss how the fire changed safety in cities forever.</p> <p>Effect on the people of London</p>
Week 6	<p>Lesson 1 – As London Bridge was built of stone, it survived the fire, but the damage was so great that for years afterwards it was only partly usable. Design. In teams, we will design a bridge taking inspiration from London’s bridges. We will think of an idea, plan it, produce a diagram which is labelled and begin to discuss why specific materials have been chosen. MK – observe and teach this week</p> <p>What happened due to the fire? Impact on life today – recreation of London. To know how to make connections between the past and present time.</p> <p>Design To know how to:</p> <ul style="list-style-type: none"> • think of an idea and plan what to do next • produce labelled diagrams • explain why they have chosen specific materials <p>Lesson 2 – Make. We will choose tools and materials that are appropriate to join materials and components in different ways to create a bridge in teams.</p> <p>Make To know how to:</p> <ul style="list-style-type: none"> • choose tools and materials and explain why they have chosen them • join materials and components in different ways • measure materials to use in a mode <p>Lesson 3 – Evaluate. We will explain what went well and how the structures could be improved.</p> <p>Evaluate To know how to:</p> <ul style="list-style-type: none"> • explain what went well with their work and how they could improve it Know that there are strengths and weaknesses of products made.
Week 7	<p>Oracy – Children to retell the story of The Great Fire of London to Year 3. Children to explain ideas and events in chronological order (cognitive) and for children to recite/deliver short pre-prepared material to an audience (social and emotional)</p> <p>Lesson 1 – prepare their presentation Lesson 2 – present their presentation</p>

	Lesson 3 - QUIZ
Week 8 RE	Lesson 1 – To learn and recount the Christian Nativity. Children to order and retell the Nativity focusing on the key events. Lesson 2 - To explore how Christians celebrate Christmas at church and at home. Lesson 3 – How Christians celebrate Christmas from around the world. Children to research different places around the world to create a fact file of how Christmas is celebrated.